DOCUMENT RESUME

ED 278 491 PS 016 294

AUTHOR	Feldman, Richard; And Others
TITLE	Guidance Every Day: A Helping Manual for Early Childhood Teachers.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO	ISBN-88315-627-X
PUB DATE	85
NOTE	122p.
AVAILABLE FROM	New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($8.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Books; Career Awareness; Childrens Literature; Classroom Environment; Cognitive Development; Decision Making; Early Childhood Education; Emotional Development; *Guidance Programs; Guidelines; *Individual Development; *Integrated Curriculum; Self Esteem; Social Development; *Teacher Role; Teacher Student Relationship; *Teaching Methods; *Young Children

ABSTRACT

Intended to help early childhood educators examine ways in which guidance can be infused into daily instruction, this manual aims to enable teachers to act as facilitators in the guidance process without adding a new assignment to an already busy schedule. Section A describes the integration of five guidance strands into the early childhood curriculum: developing a positive self-image; developing effective interpersonal relationships; developing understanding of emotions, feelings, and values; developing decision-making abilities; and developing career awareness. Section B provides an overview of children's development from 5 to 8 years of age. Sections C and D, respectively, describe the interactive teacher and the interactive setting. Specific attention is briefly given in section C to the ways in which attendance and job charts can function in classrooms, and the implications of learning centers for reaching guidance goals. Section E describes the integrated curriculum and provides implementation charts which show how interactive teachers have integrated the guidance strands with social studies projects for kindergarten and first- and second-grade classes. Section F briefly discusses children's books on guidance-related issues. An extensive bibliography lists books concerning families and relationships; emotions; separation; specialized areas dealing with, for example, bilingual or handicapped children; and other major issues, such as hospitalization or abduction. (RH)

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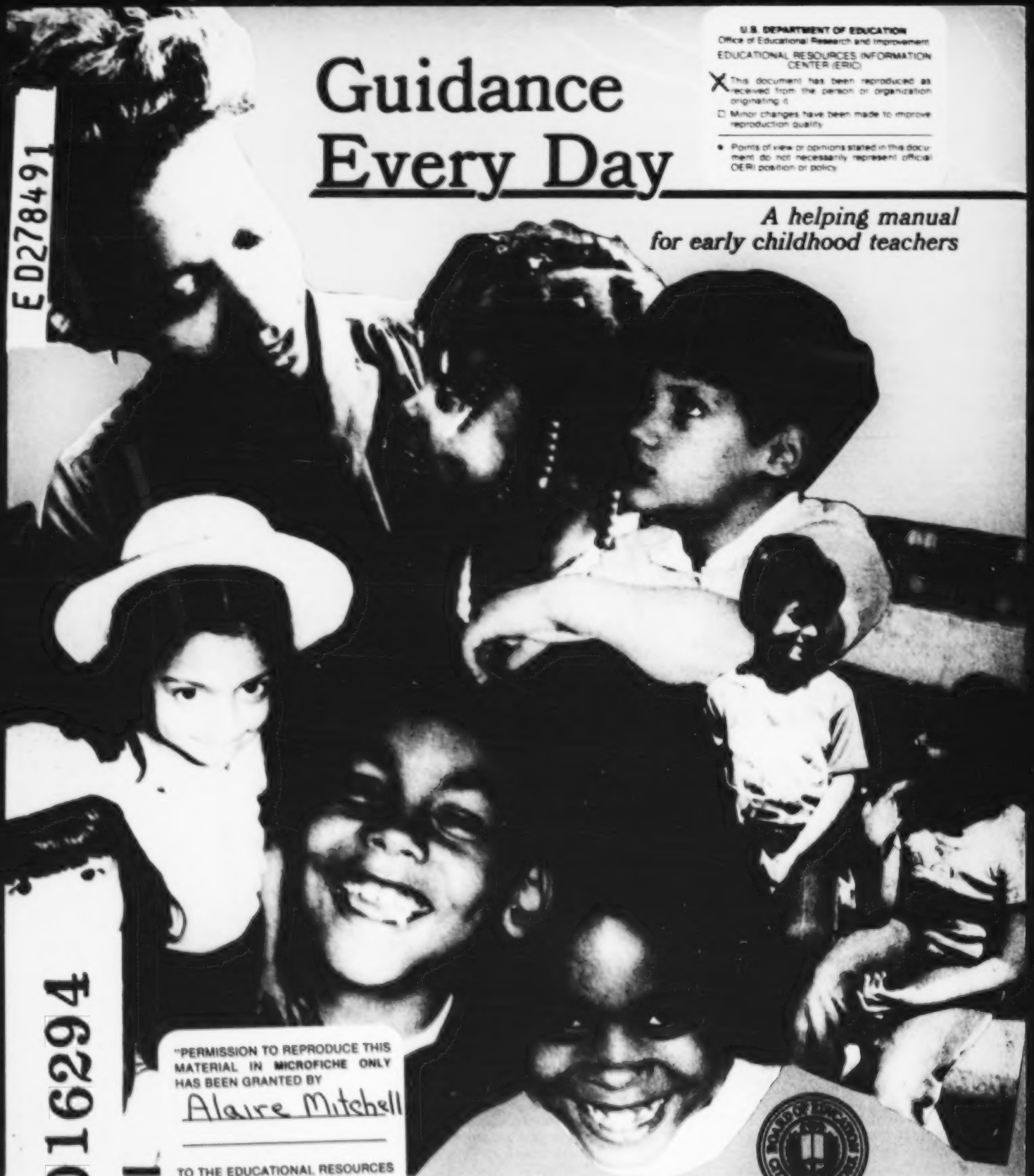
A helping manual for early childhood teachers



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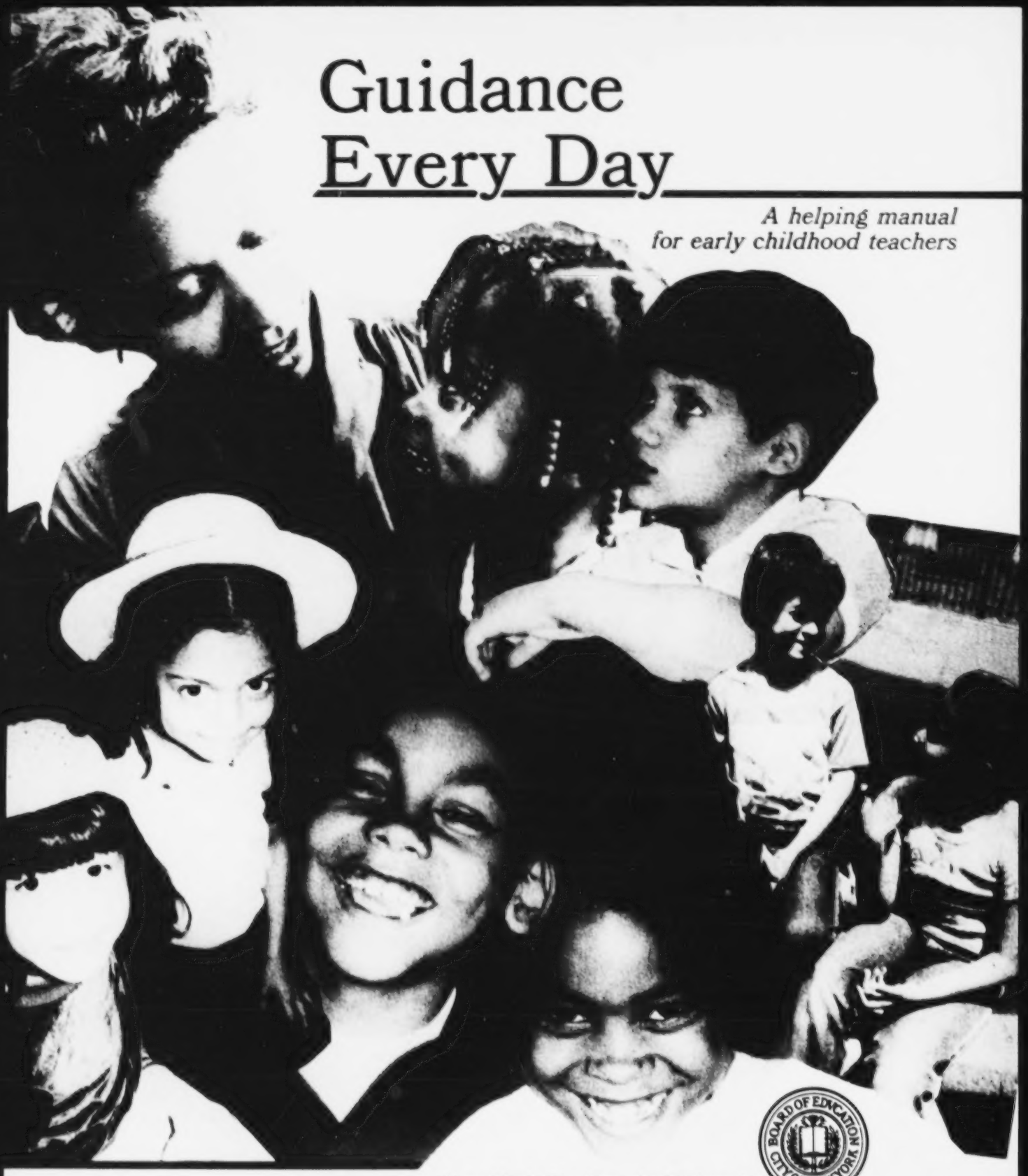

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New York City Public Schools should order additional copies of this publication from the Bureau of Supplies.

ISBN No. 88315-627-X Curric. No. 00-3200-20

Other persons and institutions may obtain copies of this publication from the Curriculum Production Unit of the Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, N.Y. 11201. For information call (718) 596-4902.

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FOREWORD

Guidance Every Day: A Helping Manual for Early Childhood Teachers is the outgrowth of my sincere belief in the principal role of teachers in the guidance process.

The interaction of children and adults and children and their peers in the classroom setting provides teachers with opportunities to foster children's self-awareness and social competencies. Curriculum is planned by teachers to stimulate learning and to enable children to experience success.

Guidance Every Day is dedicated to children - to their developing knowledge and understanding of themselves and of others and to the realization of their full potential - and to teachers in recognition of their significant role in the guidance process.

Louise Latty

Louise Latty
Chief Executive for Instruction

INTRODUCTION

No task is more important or rewarding than guiding the growth and learning of young children. Teachers sharpen their understanding of how best to promote each child's development through observing and interacting with children in their classrooms and by talking with parents and caregivers. A word at the right moment, the assignment of a special task, a chance to share with a partner can help guide children in the process of becoming happy, self-directed learners. Guidance Every Day: A Helping Manual for Early Childhood Teachers illustrates how guidance is already integrated in classroom instruction and highlights the ways in which teachers can use everyday teaching techniques to build a fully integrated guidance process in their classrooms.

Guidance Every Day includes sections on child development, appropriate behaviors for young children, teacher-child interaction and ways to integrate the curriculum with guidance goals. We hope the ideas offered in this manual will help maximize the pleasures and rewards of teaching young children.

Please send us your reactions. Your comments are vital in planning revisions and further staff development.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum
and Instruction

ACKNOWLEDGMENTS

Guidance Every Day is a collaborative effort of the New York City Board of Education. Initiated at the request of Louise Latty, Chief Executive for Instruction, this project was developed cooperatively by the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, through the Office of Curriculum Development and Support, Morris Freedman, Director; and the Office of Student Progress, Rosalyn Oratz, Director.

In December 1984 the Early Childhood Education Unit and the Guidance Services Unit of the Office of Student Progress began to plan a guidance manual for teachers. Marjorie McAllister, Director of the Early Childhood Education Unit, Division of Curriculum and Instruction, organized and supervised the project with Priscilla Chavez-Reilly, Acting Director, Guidance Services. The outline was developed by Beverly Lipschitz, Supervisor of Guidance. Lila Lasky of the Early Childhood Education Unit, Rosalyn Oratz, and Priscilla Chavez-Reilly helped revise and edit the final text.

Richard Feldman, of Bank Street College, was the principal writer, along with Shizu Proctor and Elizabeth Gilkeson of Bank Street College, and Shirley Auerbach, teacher/staff developer, District 16 (retired).

The bibliography was selected and assembled by Matti Feldman, who directs parenting group projects in the metropolitan area.

The following guidance and early childhood teachers also contributed suggestions: Penny P. Abell, District 30 (retired); Betty M. Gomory, District 30 (retired); Virginia Cramer, District 3; Cynthia Palmer, Guidance Counselor, District 16; Ruth Pidgeon, District 30 (retired).

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Special thanks are due to the Bank Street College and the Bank Street Follow Through Program for their cooperation, to Beatrice Brennan, Early Childhood Supervisor, Community School District 1, for arranging for photographs to be taken in her district, to Florence Schoenfeld of the Communication Arts Unit and Edith Novod of the Editorial and Production Unit for suggestions and quotations used in the section on children's literature.

The manuscript was prepared for publication by the Editorial and Production Unit, under the direction of Alaire Mitchell, Assistant Director of Curriculum Research (Acting), and Maureen Maguire, Production Coordinator. Susan Maria Grathwohl was Project Editor. The cover was designed by Kent Beaty, based on photographs by Lois Lord and Lila Lasky, who contributed the photographs in the text. The drawing of "My Teacher" was done by Antonio Castro, Grade 1, District 16.

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With individual differences as our starting point we view guidance as relating to all those things which adults do consciously to assist an individual child to live as fully and effectively as he is able.

--Association for Supervision
and Curriculum Development
Guidance in the Curriculum

Beginnings

Teachers are powerful people. After the parent, the teacher can have the most far-reaching impact on the lives of children. Especially in the early years of schooling, teachers help shape children's perceptions of themselves as learners. Teachers guide children toward understanding themselves as people in a new setting--school. Parents rely on teachers to evaluate children's progress, and often regard the teacher as important.

Children entering school for the first time are reaching a milestone in their development. The separation from the parent or caregiver that now occurs not only means moving away from the bonds of the early years, it means developing new relationships and a new concept of self as a competent member of society.

To make the transition from home to school, it is necessary for the child to experience trust in the school setting. The child's feeling of trust in the school environment will come mostly from the teacher. Ultimately it is the teacher who sets the stage for trust in the new school setting.

The development of the whole child encompasses academic and thinking skills (the cognitive domain), feelings, attitudes, and values (the affective domain), and provides for physical and social growth as well. The teacher's planning should reflect an approach that includes strategies to integrate emotional, social, intellectual, and physical elements of growth.

The intent of this publication is to explore the guidance potential of natural daily occurrences in the classroom; not to create new issues, but to examine existing situations in greater depth. This manual will illustrate how guidance, as a process, emphasizes working with the strengths and weaknesses of all children as they develop.

This manual will help the teacher examine the ways in which guidance can be infused into daily instruction. Thus, the teacher can act as a facilitator in the guidance process without adding a new assignment to an already busy schedule.

This manual will focus on the integration of the following guidance strands into the early childhood curriculum.

The Guidance Strands

Strand 1: Developing Positive Self-Image

Strand 2: Developing Effective Interpersonal Relationships

Strand 3: Developing Understanding of Emotions, Feelings and Values

Strand 4: Developing Decision-Making Abilities

Strand 5: Developing Career Awareness

Section A: *The Guidance Strands*

Note to the Teacher The following pages offer some comments and suggestions on implementing the guidance strands. While each strand is presented separately, in reality these strands cannot be separated. Progress in any one aspect is reflected in the other aspects. When children become more effective in expressing feelings, they grow in interpersonal relationships. When children are allowed to make their own decisions, they grow in positive self-image. When children gain a more positive self-image, they are better able to relate to others and to make their own decisions. When children are aware of a range of possibilities for "what they want to be when they grow up," they grow in aspirations and self esteem. Change in any area, whether positive or negative, will carry over to all the other guidance strands.

For the experienced teacher many of the ideas will look familiar and should offer confirmation and reinforcement of successful practice. For the new teacher the ideas and examples may help to integrate the complex process of teaching.

Strand 1:

Developing Positive Self-Image

Children need to view themselves positively. Children's learning is affected by how they feel about themselves. A positive self concept is the basis for effective learning.

Self Concept Questions Understanding one's self as a learner involves a complex array of self-perceptions. A few of these may be expressed in questions such as the following:

- Does my teacher like me?
- Do others like me?
- Do others see me as competent?
- Are there things I like to do?
  Are these things okay to like?
- Are there people I like to be with?
- Do they like to be with me?
- How do I compare with others?

How we answer each of the preceding questions affects how we see ourselves and how we feel about ourselves. Each answer affects how one answers the vital questions:

- Do I like myself?
- Am I okay?

As teachers, we need to provide experiences and interactions that will help children answer these and other self-assessment questions positively:

-Yes, I like myself.
-Yes, I'm okay.

In the early childhood classroom, the question, "am I liked or disliked by my teacher?" is critical. The answer will affect the child's total sense of well-being. Younger children are particularly sensitive to the way the teacher feels about them. Some children have an easier time being liked and consequently receive positive responses from adults. An attractive child who smiles easily usually receives responses of the same kind. Similarly, a teacher who responds unsmilingly to a child who does not smile may unintentionally reinforce the child's negative feelings.

Responding Positively

Teachers have both the opportunity and the responsibility to respond positively to each child in the class. Children who know themselves as unique and special to parents and teachers will have feelings of high self-esteem.

"I am valued because of how I see myself, and how others see me," is a circular process. The child who lacks a high self-regard frequently has negative feelings reinforced by both children and adults. For children with low self-esteem, a teacher can make a difference by finding an area of strength or uniqueness, and highlighting it for the child and for the other children.

How children respond to each other can also be influenced by the interaction of the teacher. Teachers sometimes caution children not to compare themselves to other children. Such comparisons are unavoidable. Every child will observe someone else who is better able to follow the instructions for a game, or who can jump rope longer without missing, or who is always chosen first for a team. Each

unfavorable comparison touches on the child's sense of self-esteem. But teachers may modify a negative self-assessment in several ways.

The teachers can help children learn to say "I am good at _____." By discussing differences in skills, the teacher can help the child to understand that although he or she may not have developed a particular skill to a high level, there are ways of improving it. A question like, "How do you think Aisha learned to jump rope?" helps demystify the learning process. To talk about practicing as a way to learn a new skill and to help the child focus on what he or she has already learned to do, enhances the child's self-esteem. Understanding that individuals have different interests, abilities, and skills also helps children realize that differences are acceptable.

Cultural Diversity

The cultural diversity found in many classrooms can endorse, support, and enrich the specialness of individuals and groups. For example, every cultural or ethnic group celebrates the change of seasons in some form. Understanding how the holidays are celebrated by different members of the class is a natural way of appreciating cultural differences. Children's sense of themselves can be enhanced when they interview their parents or grandparents about family and cultural traditions. Sharing differences becomes a chance to announce something about the identification of self, a unique difference: "My grandma told me." These special experiences can be identified by other children as similar yet somewhat different from their own.

In a multilingual, multi-ethnic and multicultural community, teachers need to be familiar with the unique strengths/differences of the cultures represented in the classroom in order to help the children share their cultural backgrounds with each other. Children feel more positively about themselves when their teacher and their classmates want to learn about them.

There are, of course, numerous avenues into the study of people and their cultures:

- The teacher might bring in an artifact from a recent trip.
- Several of the children may wish to talk about their trips "down South" for the Easter holiday.

- Someone may announce the upcoming festival of Kwanza and how it is to be celebrated.

- A movie or television program may spark a lively discussion which can be explored further.

Where there is a multicultural diversity in the class and community, exploration and research can focus on these resources. For those whose environments are less diversified, the opportunity to investigate the children's roots can be a rewarding stimulus for a new study of unfamiliar people. Where did their parents and grandparents come from? What traditions did they bring with them?

The guidance value of such a study goes beyond pointing out the exotic and distinguishing characteristics of a culture, to helping children understand the universality of people's needs:

- All people face issues of survival.
- All people create forms for communication, recreation, art, and music.
- People meet their needs in many different ways.
- Each culture is unique; no culture is superior to another.

The study must create an environment in which children feel safe and free enough to express their feelings about being members of a particular group. Concrete and pleasurable experiences will help children learn about one another's cultures. In addition, through working together and sharing, they will get to know one another as individuals. When children feel accepted, those who feel isolated or "different" may be able to participate more comfortably.

PERSONAL NEEDS AND RESPONSIBLITIES

Developing a sense of personal responsibility is crucial for both positive self-image and effective interpersonal relationships. To help children develop a sense of responsibility, teachers need to strike an appropriate balance between requiring that children follow set rules or directions and allowing children self-direction and independence. Only when children have the chance to direct their own actions, can they develop self-control and responsibility.

An occasional breakdown in the practice of self-direction may prove helpful. A positive learning environment will allow children chances to modify their own behavior and develop alternative coping skills. Because they understand and accept that some breakdowns in self-control are developmentally appropriate, teachers of young children will be supportive rather than punitive.

In early childhood, children begin to assume responsibilities. Arriving on time, doing classroom jobs, taking work home and bringing it back, and having the right materials are all part of the process of acquiring a sense of personal responsibility. Grooming habits are developed in these years, as are attitudes toward health and safety. These are the years when the child's conscience works overtime. Rules and rule-making are important; authority is important. As one teacher described it, "If the mayor says save water, the six-year-olds will turn off every faucet in sight, and may even want to turn their parents in if they violate the rules!"

Although children can often articulate the rules, they do not necessarily understand cause and effect. The consequences of bad behavior apply to other people--young children do not yet recognize that the rule applies equally to them! That capacity to generalize and apply the rule to oneself, despite conflicting wishes and desires, is not yet developed in the years from four to eight.

Learning Self-Control

Learning to exercise self-control is a difficult and slow process. Self-control becomes necessary most often during moments of tension. When children lose control, teachers can help them analyze the situation. Together, they can plan how to handle similar situations in the future. The teacher's role is not to judge or blame, but rather to help the child analyze and define. Avoiding a vocabulary of blame is also important. Focus on what the children are trying to do and what can be done to solve the problem--not on whose fault it is. Practice in this technique will help children learn to resolve their conflicts independently.

Becoming Self-Motivated

Self-control is frequently linked to issues of motivation. The children who can be considered self-motivated are those who can set their own direction. The capacity to direct one's own action

is dependent upon skills and competence, and sufficient self-esteem. Adult expectations for responsible self-control and self-motivated behavior need to be based on an understanding of developmentally appropriate behavior.

In planning the layout of the classroom, the teacher anticipates opportunities for children to meet personal needs and responsibilities. For example, materials are placed where children can reach them. The more responsibility children are offered, the more autonomous they become.

As children encounter opportunities for independence, the teacher will observe them becoming self-motivated. Conversely, if the classroom environment discourages a child's choices and ideas, children are likely to shun responsibility.

Strand 2:

Developing Effective Interpersonal Relationships

Effective interpersonal relationships are based on acceptance of oneself and the willingness to trust others. Children need to receive acceptance and trust from others before they can extend these qualities to others.

Building Trust Although there is a great range in children's early experiences, it is rare to encounter children who do not have trust at all in others or themselves. Discovering and understanding where they have experienced success in relationships of trust will offer clues to help the teacher support that child's growth in trusting others.

Curriculum Design Early childhood education curriculum is designed to help children focus on developing effective social relationships. The themes of "Family," "School," and "Community" are expanding circles of interdependence. Children feel pride first in

themselves, then in their new-found relationships in the classroom, and in their school and community. Just as a map helps in planning a trip, so a curriculum based on everyday experience helps children piece together relationships between key people and places in their lives.

Others are Important In the early years, the concept of "me" is most important, and it is hard for children to understand that others have value. Teachers help children develop a sense that others and their feelings are important, too. Teachers model respect for others throughout classroom life. They are sensitive listeners and they encourage children to value each other by providing a consistent example.

Doing things together is the best way to learn interdependence and the value of others. Children learn that the task gets done with greater ease when two work on it; that the games that are the most fun require another person.

Cooperation In activity-oriented classrooms where children can assume responsibility for their own learning, there are both structured and unstructured opportunities in which children share experiences with one another. Cooperation comes from working together on a project. Games in a classroom teach children to follow directions, to set rules, and to work through problems with one another.

Playtime and free time are neither "free" or "just play"; they are times for teachers to support the interpersonal and interactional lives of children. The teacher's direct involvement makes these fruitful times for meeting guidance objectives. For example, a teacher can help Kathleen to share the jump rope so that Maria can have a chance to learn rather than just watch.

Awareness of Others Frequently, children can tell you who are the best players of Battleship, chess, or checkers; they also know who the best athletes are. Children can tell you who they would ask to help in learning something new and why--"Ora makes fun of me when I don't know something;" "Kathleen shows me how she jumps rope, but she doesn't let me try;" "I like working with Lee, she tells me when I get it right, and doesn't make me feel stupid if I get it wrong."

When children begin to talk about others' behavior, then they are ready to know that their behavior can

affect others. Learning how "I can change some of my own behavior because it has negative effects on others" can be encouraged as the teacher works with children.

In the guidance-oriented classroom, working in groups helps children learn about each other, and how to live in social settings. Unless children can experiment and encounter situations which do not work well, they cannot learn to mediate or shift behaviors to accommodate to group life. For example, the touching that is so much a part of four- to six-year-old behavior becomes unacceptable at meeting time.

As children become accustomed to sharing space, they will learn to function more easily in group situations.

Resolving Conflict

Conflict can play a creative role. The balance between conflict and resolution helps children to work through the issues of living in the culture of childhood and the school. Teachers retain the responsibility for teaching children to resolve conflicts, to respect differences in others, to understand similarities. Teachers set the tone and create the environment for cooperation and sharing. Group life in the classroom, as encouraged by the teacher, is the primary way of fostering the fundamental values of life in the larger society.

Strand 3:

Developing Understanding of Emotions, Feelings, and Values

The teacher's task is three-fold:

- to become a perceptive and sensitive observer of children's emotions and behavior
- to guide children to identify and express feelings
- to support children in learning to substitute verbal expression for the acting out of negative feelings.

Learning to Express Feelings

Learning to express feelings is not only important in resolving conflict but is crucial to the child's total development. Although the development of language begins simply, the feelings themselves are always complex. For example, teachers can help children to recognize and understand that a person can experience mixed and even opposite feelings.

Children should also understand that feelings are changeable. The practice of using happy and sad face symbols can oversimplify emotion and become misleading. For example, marking mistakes with sad faces may suggest to children that sad feelings are "wrong."

Finding Alternative Forms of Expression

Some children find it hard to communicate feelings; they would like the feeling to go away. Other children easily share their feelings. Children need to know that it is acceptable for children and adults to express a range of feelings and emotions. Children need to be shown how to express these feelings in socially acceptable ways. When there is no outlet for emotions, they can be exaggerated and acted out in inappropriate ways. Anger creates the greatest difficulty in school and group settings. A physical activity, such as using clay or paint, can be an outlet for emotions. Teachers may also suggest, "let's talk about it." Like some adults, children may have difficulty expressing anger, rage, hostility, and other emotions of high intensity. In such situations, teachers have often found it helpful to say, "let me tell you what some children do when this happens" or, "it's okay to cry if you need to."

Positive emotions of high intensity, such as affection for others, may also need to be redirected at times. Exaggerated displays of kissing and hugging are not unusual among young children. Adults can help children learn to modulate this behavior by suggesting alternatives, such as discussing other ways people can show love for others.

Other emotions are felt more inwardly, such as fear, sadness, loneliness, happiness, excitement, enjoyment. It is important for children to be aware of these feelings and to be able to express them. Creative writing and the arts can be outlets for such expression. When they receive positive responses to their creations, children learn the value of communicating emotion.

Teacher should communicate many of their own feelings to the group in order to assure children that all people do have feelings and that it is all right to have them. This practice lets children know that feelings are acceptable, and can be acknowledged and shared in appropriate ways.

There are many strategies which will help children acquire language to express feelings:

- storytelling
- open-ended discussion
- share and tell
- play-acting
- pantomime
- puppetry
- art media
- reactions to pictures and visual aids

These strategies may be used in many ways, but to help children understand emotions, feelings, and values, the teacher uses these methods to focus on building a vocabulary of feelings. The teacher should use every opportunity to express his or her own feelings (modelling for the child) and consistently make connections between language and feeling.

Practicing Democratic Values

As social structures, classrooms have values, rules, and laws. Values are conveyed by the way the teacher structures the opening of the day, the salute of the flag, news or current events, and choices for classroom jobs.

Such values as showing respect by listening to others, greeting people pleasantly, using good manners, cooperating, sharing, and recognizing accomplishments are encouraged throughout classroom life. Respect for cultural differences is established when cultural traditions are shared through class activities. Although they may not perceive such behavior as "values," younger children can be taught appropriate responses through such school experiences. Without necessarily understanding the values involved, children will also imitate the way the teacher acts. Therefore, teachers need to be aware of their responsibility as role models for children.

Strand 4:

Developing Decision-Making Abilities

Just as our democratic society balances individual rights with the responsibilities to society, the teacher helps children understand the relationship between their own needs and those of the group.

Making Choices Creating a climate in which children exercise some level of decision-making is fundamental. In the democratic classroom, the teacher exercises leadership by creating opportunities for children to choose activities, and select partners for work-play relationships. Children may also exercise decision-making skills in helping to set some priorities. There are individual as well as group decisions.

The interactive teacher involves children in the democratic decision-making process. Children can help:

- set the rules
- choose partners and learning centers
- help plan daily schedule
- help set priorities

The interactive teacher sets the limits for the kinds of decisions children can make. As children mature, their involvement in the decision-making process should expand.

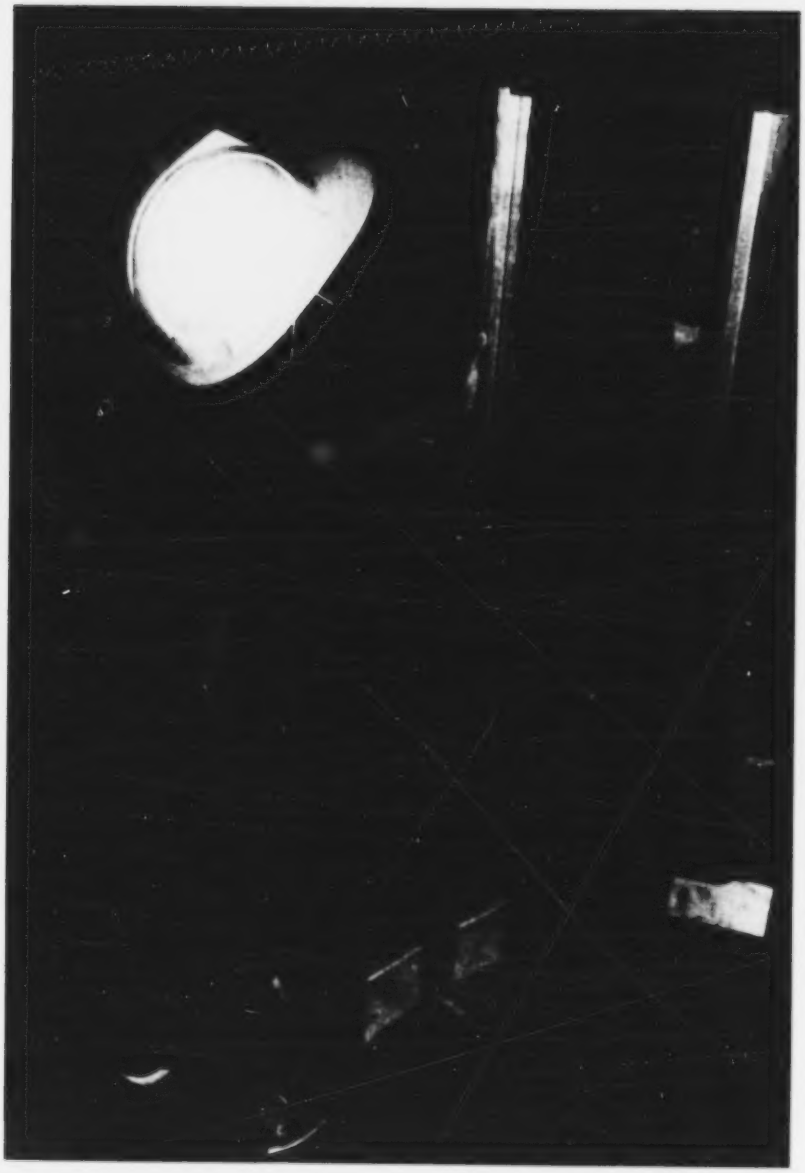
Democratic values are reinforced when children are allowed to express preference. Many of the charting activities in the young child's classroom ask the question, "what do you like better?" These exercises in graphing are simultaneously activities in decision-making.

"Which TV programs do you like to watch most?" "What is your favorite flavor of ice cream?" "Which team do you think will win the World Series?" Each of these are questions of choice for the child in which the expression of individuality is possible.

Taking Risks The teacher should encourage children to be risk-takers in making some decisions. Such a simple technique as saying, "It's okay to be wrong;" "Try an answer," paves the way for further risk-taking. Further risks at these early stages may involve working with someone new, disagreeing with another child who is a friend, challenging the rules, or creating an individual project.

Finding Alternatives Through the choice process, the child is exposed to the idea of alternatives. Choice is possible when one knows alternative ways for accomplishing a task. Learning to assess the alternatives is part of the decision-making process that will lead to full participation in a democratic society.

Understanding Consequences Having selected an alternative, children need to understand the consequence of their choices. This experience will affect future decisions and choices. Cause-and-effect relationships may be hard to comprehend in the earlier stages of development. But through the decision-making experiences, children begin to sharpen these skills.



Strand 5:

Developing Career Awareness

The early childhood program begins to develop career awareness. The activities designed by the teacher should promote the following understanding:

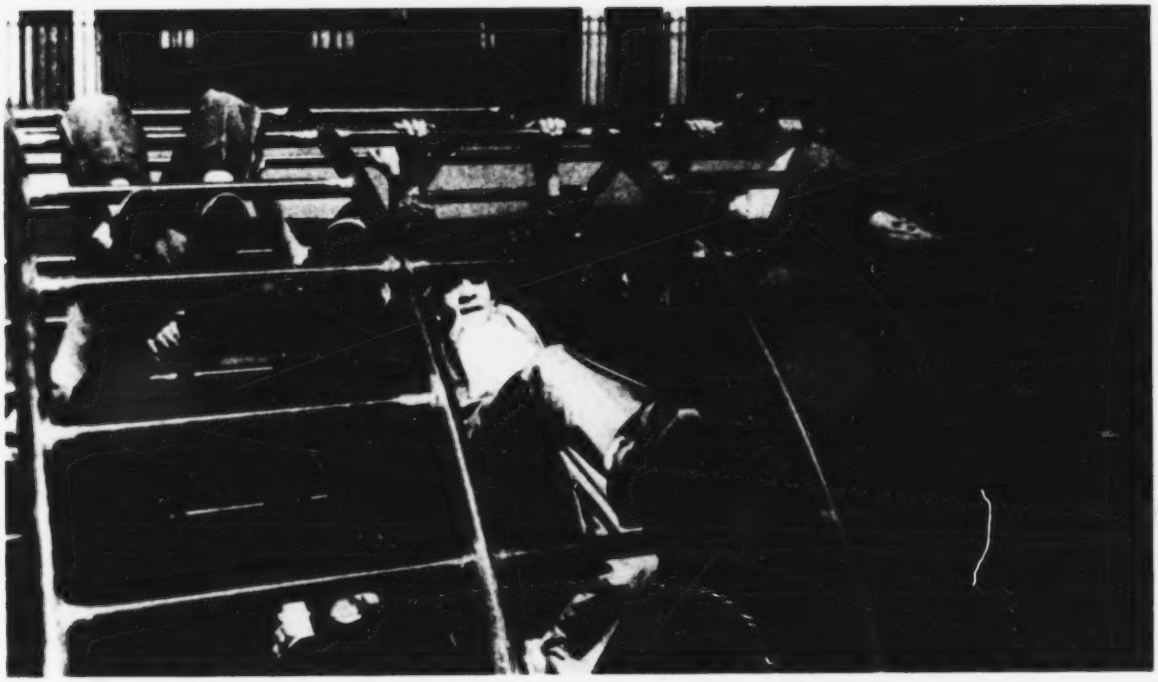
- All work has value;
- Different people contribute to the community in different ways;
- Some people have dual roles;

- People choose jobs based on their abilities and interests;
- Jobs done by people at home and at school relate to the functioning of the community.
- Sharing and cooperation are necessary to complete many tasks;
- Mastery of skills is essential for success

The curriculum provides for an expanding awareness of different kinds of careers.The custodian with a thousand keys must be important: he has all the keys. The principal gets to ring the bell, that's a big job. The cafeteria worker prepares all the food or gets the milk, that's important.

As children investigate, they learn that all jobs have importance in making the school work effectively. All jobs require cooperation. Children will see people of different color, culture, and sex working together in different ways. This experience offers a message that there are no limitations to a child's right to dream about the future.

When their own classroom jobs are treated seriously, children begin to see the connection between their world and the world of work. Play in the classroom is another medium for exploring the different worlds of work. The symbols of a job become the job, the play reflects the child's understanding of what the work is about and how work fits with overall life.



Section B: *Child Development*

Overview of Child Development

Differences in Maturity

Because children in a class are close in age, it is often assumed that they will be at the same stage of development. The phrase, "norms of development," suggests that children will be at the same stage at the same time, when, in fact, norms are meant only to suggest what is typical, not to define what is acceptable.

Each child is unique and will grow at an individual rate. Many may reach those expectations typical for their age, but each will do it differently--and in his or her own time and style.

For example, some children enter the grade shy and not ready to interact with other children or the teacher. Others are outgoing and wish to share their thoughts and feelings. By midyear it is likely that changes in behavior will occur.

Developmental Changes

Development can be a series of spurts, plateaus and even regressions. A child may know the alphabet one day but not the next. The child who was quiet in September may be in a whole new phase of development by December. Such changes frequently reveal themselves differently at home than at school. The disruptive four-year-old may become the calm five-year-old in school and yet remain disruptive at home. These inconsistencies make early childhood teaching a continual challenge.

Spurts of growth--whether physical, intellectual or social--can release high energy levels. The observant teacher understands this correlation and plans activities that will help the child use such energies effectively. Introducing new curriculum material at such a time may not be suitable. Because the child is thrusting here and there, the demand to focus on another new area may overload the circuits, causing regression. Statements such as "I can't," accompanied with great outpourings are not unusual. However, other children who feel particularly competent may receive the new material with high energy, rapidly demanding more--and believing that the teacher has been holding out on them.

Channeling Energy Channeling such dramatic energy during this exciting period is a particularly demanding task. These children can create turmoil for those responsible for their care. Teachers need to use the group to absorb some of this energy. Older children have learned the limits to which the adult can be pressed. In contrast, four-year-olds frequently see the teacher as a parent who will accept all that can be "dished out." Thus the teacher of fours becomes a limit-setter. With love and tolerance, the teacher helps the child to learn differences between adults, and the expectations for children in different settings.

Physical Development The years from four to eight are major growth years. Children will frequently double in height and weight. They develop the capacity to govern their own bodies. Children learn that they are either right- or left-handed. No matter how limited the outdoor or indoor play facilities, appropriate physical activities must be included in the curriculum if children are to develop a sense of physical competence. It is also important for teachers to recognize and praise growth in physical skill as well as provide reinforcement for those who need additional practice. Plans for physical activity stress gross motor skills and gradually introduce more fine motor skills as the children are ready.

Social-Emotional Development In establishing a climate conducive to emotional and social growth, the teacher needs to balance two factors. The first is the need of children to explore and work out their relationships with other children. The second is children's need for an adult who sets limits and provides a safe and fair environment in which feelings can be expressed and accepted.

When the curriculum is suited to the whole child, all children can participate in a variety of activities for a chance to build the positive self-image which encourages all children to try rather than to say, "I can't."

The Need to Play

The ages from two to four are characterized as a stage of action, because children of this age express their thoughts through action. All references are based on inner understanding; they are egocentric. Felicia knows that each time she pushes her legs on the see-saw she will go up in the air. The fact that her mother is lifting it up and down has nothing to do with Felicia's sense of control.

During this action stage, children's experiences at play form the basis for understanding many concepts. That children develop new ways of understanding does not mean that they outgrow learning through play.

Children need to play.

The process of play is rehearsal for later life. Play develops the child's imagination and provides a way of synthesizing information. Consequently, block-building play may be about constructing a city or dramatizing the trip to the firehouse, while other play may be fantasy centered around castles, princesses, superheroes, or Cabbage Patch kids.

As children become more independent, they join groups; they seek new identifications as they begin to break the bonds to parents that would hold them from further development. Older children begin to play games with each other. They seek the company of peers more and more. They now know themselves as separate from their parents, with their own places in the family constellation. They see themselves as schoolchildren, members of the class.

Cognitive Development In the ages from four to seven, there is an increasing capacity to verbalize. Children are beginning to think in ways that allow them to take in knowledge through words rather than just through actions. Finally, they are developing a sense of industry and they want information. But verbalization does not necessarily mean understanding.

Younger children seek information by manipulating materials. It may seem amusing when a young child chooses an item because the package is bigger, although the contents are smaller, lighter or less. In reality this behavior occurs because the child's capacity to hold two variables in mind simultaneously does not develop until later. The capacity to "conserve" is a benchmark in development. It happens at some time between the ages of four to seven. However this newly acquired capacity does not immediately generalize to new situations. For example, the child who can tell that there is an equal amount of milk in the full pint container and the half-empty quart container, may not yet be able to distinguish that a number of candies spaced apart in a long line may be the same as the number of candies in a closely packed circle.

The ability to conserve quantity, a significant indication of growth, often develops along with assimilation. Assimilation is the use of previous experience to understand the more abstract: the child moves from pretending to be a police officer by wearing the badge and hat, to understanding that those who wear such symbols represent law, order, and justice.

The teacher of four- to seven-year-olds, and some eight-year-olds, may not need to be reminded that the sequence and logic of children's thinking may sometimes be confusing to adults. But the teacher does need to recognize that over-emphasis on academic expectations often pressures the child into parroting expected responses without understanding.

Supporting Intellectual Growth

Children need help and support in order to develop intellectual skills such as the capacity to think about an idea, to solve problems, and to articulate ideas. Through daily curriculum and activities, children have an opportunity to learn:

- to explore
- to experiment
- to take risks
- to solve problems
- to reason

If children know that the process of finding an answer is more important than one right answer, they are beginning to develop the basis for critical thinking. This awareness enhances the further development of their intellectual skills.

Living with Fives

"You're not listening to me," protested five-year-old Tina to her teacher, who responded, "Wait just a minute, I'm talking to Marie." "Why can't you listen to me at the same time?" persisted Tina. "You have two ears."

Egocentric, demanding, assertive, fives want instant attention. They have their own unique ways of looking at things, and a simple logical explanation by the teacher may not change their perceptions. Reality and fantasy are closely intertwined. To help fives differentiate between what is true and not true requires firsthand experiences. Nevertheless, some

children may still come forth with their own versions of how things happen. For example, a kindergarten class has been studying the growth of seeds, including acorns. After discussing and examining the oak seedling, one child claims that "if you stick a branch in the ground, it will grow into an oak tree."

Despite such misconceptions, kindergarten children are keen observers and thinkers; every experience is stored away, ready to be recalled and applied to new questions and problems. They bring up hard, scientifically complex matters. Their sense of wonder may stretch to questions about who made the very first acorn, or the very first oak tree.

Kindergartners use their imaginations freely, exploring without inhibition. They will talk readily about what is important to them without worrying about what others will think of them. Fives are strong, "me, me" people who have something to say. They insist on having their turn, but have not yet learned to listen to each other.

However, they are also tender, affectionate, and sympathetic toward the people and things they care about--their special friends, their dolls, their stuffed animals, their pets and classroom animals. An aggressive child holds the class guinea pig on his lap as gently and patiently as the less aggressive children. When a baby chick struggles free of its shell, some children spontaneously sing "Happy Birthday." Another child decorates the brooder with a drawing to make the chicks feel more comfortable in their home.

Fives move into new situations with enthusiasm and confidence. They will relate intensely to what has personal meaning for them, but have great difficultly in focusing on what does not arouse their immediate interest and curiosity. The teacher of fives needs to recognize this need and take cues from the children on which topics and approaches are holding their interest.

Words intrigue fives. They are eager to use new words even when they may not be sure of the

meaning, and their vocabularies increase dramatically. Teachers are careful to help children grasp these meanings by putting the words in context for the children, rather than correcting a mistaken usage. Teachers also know that this curiosity of kindergartners about words and their ability to recognize similarities and differences in sounds and letters should not be interpreted as an indication that fives are ready to learn a sequential decoding process. Fives do, however, like to draw and to "scribble write," to "read" picture books, to be read to, and to write their own ideas using invented spelling. Dramatic play is an excellent vehicle for testing their new knowledge. Children try out adult roles, use newfound vocabulary, and synthesize their own feelings and ideas.

Fives need to climb, run, hop, and jump. They are delighted with their increasing physical competence. Classroom routines need to meet this need to move. Fives also love to keep their hands and fingers busy. They increase their fine motor skills as they manipulate paintbrushes, crayons, buttons, pegs, pattern blocks. They are beginning to develop a sense of spatial relationships. At this time personal space is extremely important to the children. Teachers should take care to provide sufficient space at story time, in learning centers and in other small and large group activities.

To the observing teacher, the way children use materials is as revealing as the way they play-act. In each medium children show who they are and what they know. Random exploration of objects during free play leads to organizing, sorting, and patterning. Recognizing when children are ready for the next step, and helping to move them forward, makes the difference between permitting repetitive busyness and promoting learning.

During outdoor free play, social relationships are complex. Both boys and girls expend a great deal of energy in finding a compatible playmate. Everyone wants and needs friends, but working through a give-and-take relationship is especially difficult for determined, egocentric children. Peaceful play may be preceded by power struggles to exclude certain individuals.

In the classroom, social interaction occurs in a more structured manner as children:

- share materials;
- are grouped with partners;
- meet new children through choosing activities.

Sometimes children work together on projects organized by the teacher, such as cooking, block-building, and science experiments. In these activities, the teacher forms groups to support children's social development. Because much work and play by kindergartners is individual rather than group-oriented, ongoing group activities are necessary to move children's self-centeredness toward a sense of the group.

Living With Sixes

First graders experience school life with a more serious sense of purpose. They are more aware of social and academic demands. Six-year-olds know that first graders learn to read. A few may enter school already reading. Others may expect to learn to read on the first day. And many children may have anxieties about their own abilities to learn this mysterious adult skill. There is an enormous range of thinking and language development among the children in any first grade class. The teacher's role is to give children experiences in literature at the appropriate level, to allay children's anxieties about the reading process while they acquire the basic skills at their own rate, and to provide

pleasurable and emotionally satisfying experiences by reading aloud or telling stories to all the children.

Like fives, sixes think with their heads, hands, bodies, and hearts. As the first grade progresses, the differences between individuals increase. Older sixes will think more abstractly, manipulate language with ease, and guffaw at thrice-told riddles and jokes. Younger sixes work on a concrete level, expressing ideas through materials. The most effective program for sixes balances skill-work with active learning experiences, such as manipulating objects, using art media, science projects, and roleplaying. Tailoring the program to meet the changing learning needs of individuals is a constant challenge.

Six-year-olds also begin to accept more of society's values and are more willing to meet adult expectations. They are generally quite law-abiding--if the rules and regulations of the classroom are explicit, and the plan for the day is clear. To make one another toe the line, first graders will often refer to the class rules. They can create and subscribe to a list of detailed "do's and don'ts," but will have difficulty following these rules when strong feelings take over. The teacher reminds children of the need for following rules, and involves children in changing or modifying rules as the need arises.

Developmentally, six-year-olds are beginning the process of separation from their parents and becoming more independent individuals. In the process, they tend to be boastful, and to assume an air of bravado to conceal their vulnerability. They seek out allies to protect themselves from imagined threats or dangers. Sometimes the peril may be as innocuous as "big" second graders who are infringing on their territory on the playground. When "ganging up" is banned, a protective subgroup can turn into a "club," again directed at possible enemies. At such a time, the teacher can counteract this tendency toward negative fantasy by introducing simple group games which break these subgroup barriers.

At this age boys and girls relate more frequently to their own sex. Seeing that boys

and girls work together in groups and as partners is important for sixes. In free play, girls may engage in running and chasing games with boys. The opportunity for movement in the classroom is still important.

The teacher is a powerful support for the children's emerging sense of morality. Often, the six-year-old child will remind a peer, "the teacher said...." The children may also be resistant to restraints placed on their behavior by anyone other than their teacher. The role of the teacher is to help children develop a concept of authority, as well as an understanding that rules do not depend on a particular person for validity. It is the reason for the rule which makes it important.

Sixes are open about their feelings, trusting, guileless, frank about themselves and others. They reveal all to the teacher who listens with acceptance. And the teacher is still very often the person with whom the child wants to share a moment of excitement, a new accomplishment, or personal news: "I did it!"; "It works!"; "I won the trading game!" As far as possible the interactive teacher communicates appreciation and responsiveness to each child while balancing group needs.

Group projects which bring the class together with common purposes fill a basic classroom need. Teachers should provide many projects in which each child can make a choice of activity, can function at his or her level, choose partners to work with, and deal with content--while learning social skills. When each subgroup's work is part of a whole class project, sixes become more group-minded. As members of a larger unit, they are enthusiastic about work that is real and important in the world, and they take pride in the fact that everyone's contributions are necessary to make a project work.

Living with Sevens

Seven-year-olds have entered a new phase of development. They have become strong individuals. Serious, sensible and reasonable, sevens want to learn and are eager to build on the beginnings they made in first grade. Being a competent participant and knowing how to read, write, and make things are increasingly important. Sevens are also more concerned with what other people, especially their peers, think of them. Frequently second graders evaluate themselves against their peers. They rate themselves as best, good, bad, second-worst in everything, including behavior. Teachers can help mitigate this tendency by stressing that

everyone has a unique combination of strengths, abilities, interests. Cooperation on projects and recognition of a variety of achievements will help children to a more realistic evaluation of themselves.

Sevens have not lost their playfulness, or their ease in roleplaying. They enjoy fairy tales and magical characters in puppet shows and stories, but they do differentiate between fantasy and reality. The teacher should continue to reinforce this distinction.

Fairness is a big issue; second graders strive to be fair, and demand the same from their peers. They are outspoken about any infringement of their rights. If a dispute arises involving fairness, sevens are quick to denounce the wrongdoers, and physical conflicts can occur quickly. Often there are gaps between their growing sense of morality and their ability to act on their intellectual understanding of an issue.

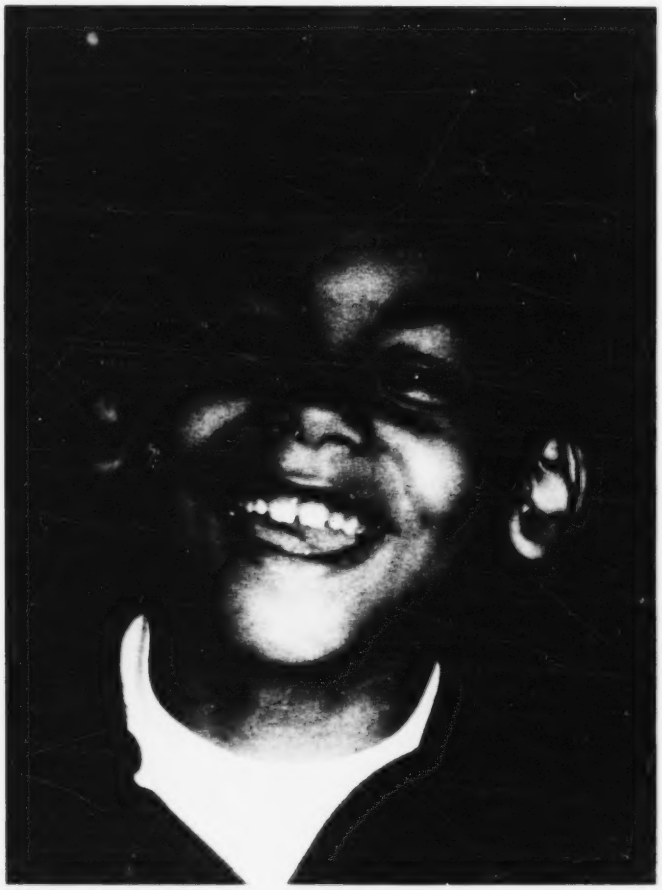
To become law-abiding citizens, second graders rely heavily on rules and routines to set the limits to their independence. If the routines and structure of a classroom are clear and definite, seven-year-olds can function with a minimum of adult direction and control. Because they want to be "grown-up," they will put forth the effort and persistence required to refine their skills, whether mastering a board game, catching a ball, painting a picture, or reading. Their interest and diligence is reflected in their creative writing: seven-year-old authors, mindful of an audience, will go through the laborious process of clarifying their ideas, expanding, reorganizing, and editing their stories for publication in a book.

For sevens, social interaction comes more easily. Without fussing too much about likes and dislikes, they will work together on a common goal. One child will say to an assigned partner, "You going to work with me?" "Yeah." "Then let's get to work."

Help is given readily and accepted, without involving adults: "I don't know what I'm supposed to do." "If you were listening, you would know. But I'll tell you." "Now do you

know what to do?" The teacher should help support the growth of such self-direction by encouraging independent and cooperative work. However, it is important to monitor this work closely so that children are not left to flounder because they do not want to ask for help.

Second graders see themselves as individuals, but also as members of a group beyond their family, their class, and their school. They recognize their ethnicity, their religious and social ties. They understand that they can be Hispanic, Indian, Catholic, or from any other background. They are comfortable with the people in their immediate environment of home, school, and neighborhood. Sevens are ready to investigate the resources and unique characteristics of their larger community.



Living with Eights

The contradictory qualities of eight-year-olds, if not understood and appreciated by teachers, can make life a constant tug-of-war. Eight-year-olds can be rude, insensitive, argumentative, resistant, and challenging; or polite, thoughtful, reasonable, conforming and cooperative--depending on the circumstances. They readily resent the least suggestion of bossiness in manner or tone and have highly ambivalent feelings about authority. They want to be independent and make their own decisions and settle their own disputes. At other times eight-year-olds want those in charge to take a strong stand.

Despite their ambivalence toward authority and authority figures, eights are approachable and as frank, open and direct toward adults as they are toward one another. They expect to be dealt with as equals, and are most cooperative when they know their teacher respects them as individuals.

Finding a place in the larger group and having a good friend or friends can affect the child's school performance and learning. Third graders turn to other children as natural allies to fill the roles that adults took in earlier years. To be "in," the eight-year-old has to recognize the mores that "child society" imposes: observing the rules of games, fulfilling promises, knowing what is fair, protecting friendships by not tattling, keeping secrets. At the same time, eight-year-olds may take advantage of children they consider weaker than themselves. Certain children may be singled out as class or group scapegoats.

"In" groups develop and the members exclude other children by secret languages or special codes. Within social subgroups hierarchies emerge based on being "great" in some area--sports, academic performance, strategy games, or a specialty such as break-dancing.

Intellectually, third graders are ready to investigate a wider world. They understand past, present, and future. They can deal with more than one variable simultaneously. They have begun to think objectively. They have a larger frame of reference upon which to build and are ready to investigate the larger world.

Section C: *The Interactive Teacher*

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Observing Young Children One of the teacher's most valuable resources is the opportunity to observe children. How well the teacher can support children's development will depend on how well the teacher knows the children. The teacher, therefore, needs to be aware of how first impressions of children frequently influence subsequent interactions.

The teacher observes children in three settings: as individuals, in groups, and in one-to-one or small group interactions.

Information collected from observations:
- contributes objectivity to the view of children
- provides a basis for ongoing assessment of children's needs and behavior
- is used to plan activities to meet educational and guidance goals
- focuses on strengths and minimizes weaknesses
- is used to empathize with children.

It is not uncommon for children to appear quiet and withdrawn during the first weeks of school. For example, Tanya stays by herself and does not talk with other children. She does not seem interested in classroom activities. But one day she initiates a block-building project and other children join her. The teacher observes this change.

Miguel easily relates with children and adults. His outgoing personality and his caring treatment of others is observed by the teacher. Miguel can work on a project with Tanya, to help her learn trust.

In observing children, the teacher develops what David Elkind describes as a "sympathetic understanding." The teacher's feelings about a child influence interaction with that child and, in turn, may affect the child's development. Therefore, it is vital for teachers to realize that memories and single observations can distort perceptions. In order to avoid misconceptions about a child, the teacher may find it helpful to keep a record of the child's behavior, written in non-judgmental language.

Listening to Children

Listening is part of observing. What children say is as revealing as what they do. Good teaching requires listening at all times. By listening, the teacher takes the lead from the child and becomes a helpmate in the child's development.

The interactive teacher listens:

- to gain insights about individual children and their needs
- to learn about group dynamics and an individual's interaction in the group
- to communicate acceptance and understanding

When teachers listen to what children have to say, they model a positive attitude toward listening and children will learn to listen, too.

By observing each child, the effective teacher uses the observation data to question, to analyze children's needs, and to plan appropriate activities.

Shizu moves through the room surveying, organizing, bossing. Why does Shizu behave this way? Is she seeking your approval by imitating your behavior? Does she relate comfortably to other children only by dominating them? Is she seeking attention from other children?

Jane is big and awkward. As she turns sideways to move through a passageway between the tables, she knocks things off the tables. Someone yells at her; she grins back. She has physical strength; if she ever used it, she could hurt somebody, but she doesn't want to. Does she use awkwardness to gain negative attention? Is she shy about defending herself?

Jorge is very careful with his work. He likes to have his own space for his things. He doesn't like sharing, except with Lila, because Lila takes good care of things. These two children can help each other in learning to share, and possibly, Lila will let Jorge help her when the time comes. These two children complement each other, but at what point should they be encouraged to work with other partners?

Shizu, Jane, and Jorge are only three children in a class of many. As this process of observations is extended to other children, the teacher can insure that the diverse social and emotional needs of all will be met.

The teacher watches, listens, and keeps records to gain a sympathetic, yet objective understanding of the children in the class. If the teacher can also enable the children to understand who she or he is as a unique individual, the teacher is helping the social-emotional growth of the children and contributing to a healthy learning climate.

The interactive teacher understands:

. It is important to be in touch with one's own needs, feelings and interests, as well as those of the children.

  Children's responses are based in part on how they perceive the teacher as a person.

. Children's responses are affected by the teacher's responses.

. Communication between the teacher and the children is a constantly changing interactive process.

Revealing Oneself to Children

"Do you live in school?" "Where do you sleep?"

Such questions reflect the perceptions of teachers by young children (the fours, fives and sixes,) and bring up the following issues for the teacher:

. Why aren't teachers more "real" to the children?

- How do children learn about feelings if they don't see and hear from people who express feelings themselves?

- How do children learn that values and tastes vary or that it is all right to like something, even if someone else does not?

- How comfortable am I with telling the children about likes and dislikes, personal values?

Being Real Being "real" to children is essential. Children need to identify with the teacher as a person. They care about the teacher liking them. They need to like and understand the teacher as an adult different from their parents. The teacher teaches about difference by sharing his or her own individuality. When children are aware of things which are important to the teacher, they can learn to respect the teacher's feelings.

The teacher gives approval for difference by sanctioning different behaviors and attitudes in the classroom. Some choices of allowable behaviors may come from the teacher's commitment to enforcing the school's code, but many judgments will be based on the teacher's feelings and attitudes.

The interactive teacher strikes a balance between awareness of personal limitations and sensitivity to children's needs. Self-awareness enables the teacher to cope consciously with areas in which his or her own preferences may conflict with children's needs. For example, the teacher may find it difficult to tolerate loud noise, yet understands that children need to engage in noisy activities. In such a case, the teacher will consciously check the extent of such activities included in daily and weekly plans.

The interactive teacher is constantly balancing the needs of individual children with the needs of the whole class of children and with his or her own needs as an individual.

Setting Limits In every classroom certain limits need to be set. The interactive teacher clearly and consistantly conveys what is acceptable and unacceptable behavior. When these limits are

successfully presented, children adjust more easily to the demands of the setting.

Limits are set from the earliest entry into school. In many nursery schools that have programs for three-year-olds, there is only one rule: "You may not bite." There is usually a clear consequence for violation of this rule--usually being sent home. Many three's bite; consequently, many three's are sent home. Biting is the unacceptable group norm for three's, the adjustment is giving up this form of acting out. Adjustment for the three is to: "use your words!" Although the same rule about biting applies up the age range to four, five and beyond, the need to state it with care is not necessarily required. The older children have been socialized to the rule.

The capacity to adjust to limits often requires learning new and different forms of expression. Teaching helps the child express feelings in ways that meet group needs. Many young children are not developmentally ready to learn this task. They frequently learn to use words without being able to understand meanings. Sometimes the verbal expression may come before the understanding of meaning and the capacity to feel what the words express. For example, children are taught to say, "I'm sorry."

An adult standing between two children may say, "shake hands and say 'I'm sorry' and then stay away from each other." This acknowledgement that two children are incapable of being with each other at that moment is on target. Saying "I'm sorry" may be appropriate; but may not be meaningful until a later stage in children's development.

Fairness in Resolving Conflict

Most frequently children involved in a conflict will want the teacher to "be on my side." In order to help children resolve the conflict, the teacher should maintain neutrality. Children can accept this attitude when a relationship of trust has been established with the teacher. As the teacher guides the children in resolving conflict, there are several considerations which will define the level of antagonism.

Trusting Children to Solve Problems

It is "natural" to want all to come out well. But sometimes teachers should stop themselves before they intervene in conflict situations to allow children the challenge of resolving the issue themselves. As teachers develop respect for children's abilities, teachers will notice who compromises, who becomes adversarial, who mediates. Children will assume these roles and many others when teachers refrain from intervening. Clearly individual judgment on the proper moment for intervention is necessary in order to maintain a safe and fair environment.

Defusing Conflict

When intervention in a conflict is necessary, the following strategies will generally be helpful in defusing antagonism.

- Take the focus off the individuals. Ask each child to clarify his or her own actions and wants without blaming the other child.
- Be a sympathetic listener. Help the children listen to each other.
- Help the children express their feelings about the situation.
- After hearing both (or several) points of view, help the children clarify what happened by redescribing elements of the situation.
- Finally, whenever possible, alter the situation to meet individual needs and prevent a recurrence of the same kind of conflict.

At meeting time, when the children are sitting close to each other, Anthony has a hard time keeping his hands to himself. To avoid future conflicts of the same kind, Anthony sits at a table with some crayons and paper during meeting times. He can raise his hand if he wants to say something. The group has discussed this special license granted by the teacher to Anthony.

The teacher realizes this area of interaction is going to take time. It is better for both Anthony and the group that he can be a participant without conflict. This way he and the other children can gain respect for his ideas, rather than focus on his acting-out behavior. The teacher knows that Anthony "can't

control his hands" only when he is anxious. As he gains more security and self-control, he will rejoin the group at meeting time.

Networking Works Guiding the development of the whole child should not be the responsibility of any one person--it is meant to be shared by a network of parents, teachers, and other community members.

Making networks work does take effort. It requires compromise and understanding, as each individual acknowledges that he or she can't accomplish educational and guidance goals unaided. The interactive teacher recognizes the supportive benefit of networking and the aid he or she can receive from others. The parent is central to the child's network and crucial to the teacher's.

The teacher needs to stay in constant touch with parents. This linkage is vital to understanding the whole child. The teacher and the parent are each part of the other's network.

Many other adults also assume vital roles in this network. Some are directly involved, others are transient. Those the teacher works with can have a positive influence and help the teacher to understand a particular child. They enable the teacher to test the accuracy of perceptions about a child. Interaction with the school crossing guard, a school nurse, a guidance counselor, an administrator, a cafeteria worker, or other teachers can help the teacher to understand the child better and shed new light on the child's behavior.

The principal's way of interacting with children will have an influence. The tone of leadership in the school contributes to the network of experiences for both teacher and child. A breakfast program where cafeteria workers greet the children can be important. The teacher "on duty" in the yard might know children in each class. The custodian with all the keys is a figure of significance to some children. The person in the corner store where the child stops is also part of the network of influence for the child.

Members of a network help the teacher to:

- gain insights about the child in another setting
- discover the strengths of children
- find new ways to support these strengths

Summing Up

The interactive teacher:

- knows the children through observation and listening
- responds positively to each child
- is aware of his or her own strengths, weaknesses and individual preferences
- reveals thoughts and feelings to the children
- supports independence in decision making and social interaction as well as intellectual activities
- sets limits clearly and fairly
- reinforces respect and empathy for others and awareness of group needs

Because of such interaction the children can:

- know school as a place to trust
- know adults as helping and caring
- learn to work with others
- develop the capacity to make decisions
- learn to acquire knowledge and skills
- gain self-control
- establish personal values
- develop self-esteem and self-worth

Section D: *The Interactive Setting*

Getting Started What messages should be given on the first days to tell the children about the room they will "live" in for the next ten months?

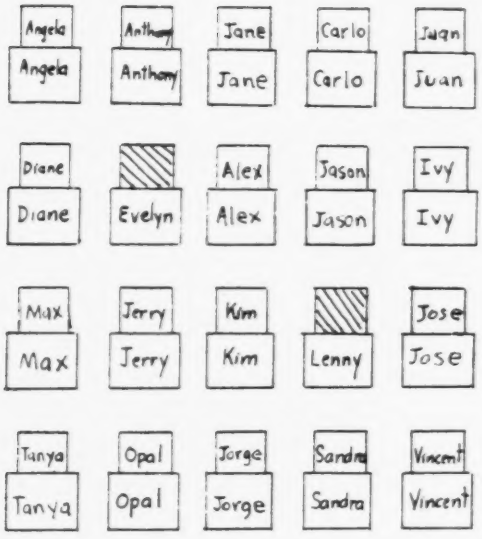
An attractive sign of welcome on the front door of the classroom with the teacher's name and the name or number of the room conveys a message to children and parents about this new setting. The picture should portray something about a group or positive feelings, an image that says this is a child's place.

The teacher's preparation conveys a message of caring. The hook or cubby (this could be a labeled place on a shelf or a collection of the same size sturdy cardboard boxes, covered with some nice paper, with the name of the child, lined up along a wall of the room) with a name is an important message of involvement and investment.

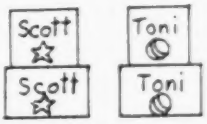
Adapting the Learning Environment

All parts of the learning environment--the learning centers, the room arrangement, the storage areas--are designed by the teacher with each child in the class in mind.

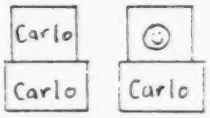
The physical arrangements should be designed to serve the current educational needs and goals. As children mature and activities change, the physical setting should reflect these changes. Typical early childhood procedures and routines, such as using an attendance chart, convey a guidance message.



Upon arrival, each child turns the card to indicate his/her presence. At the end of day, cards are reversed.



Matching symbols — an appropriate way of helping youngsters who do not yet recognize their names.



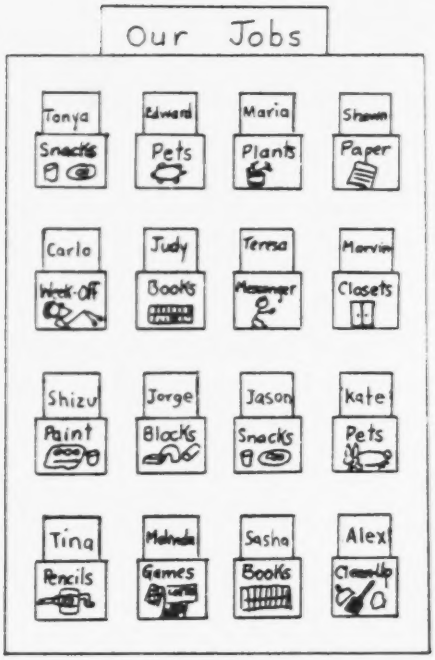
One of many possible variations.

The Attendance Chart

Tells children:

- You are important
- You can identify your own name
- You can learn the names of other children
- You can begin to read
- You know where to find out how to write someone's name
- You can take responsibility for an important classroom job
- You have the right to feel big and mature for your independence in doing things

Herbert
William
Paper



OPTIONS

- Names can be stationary while jobs rotate.
- Rotation may be weekly or bi-weekly.
- Number of jobs can equal number of students.
- Jobs can be recorded on the back of each child's card.

Be sure to have children contribute ideas.

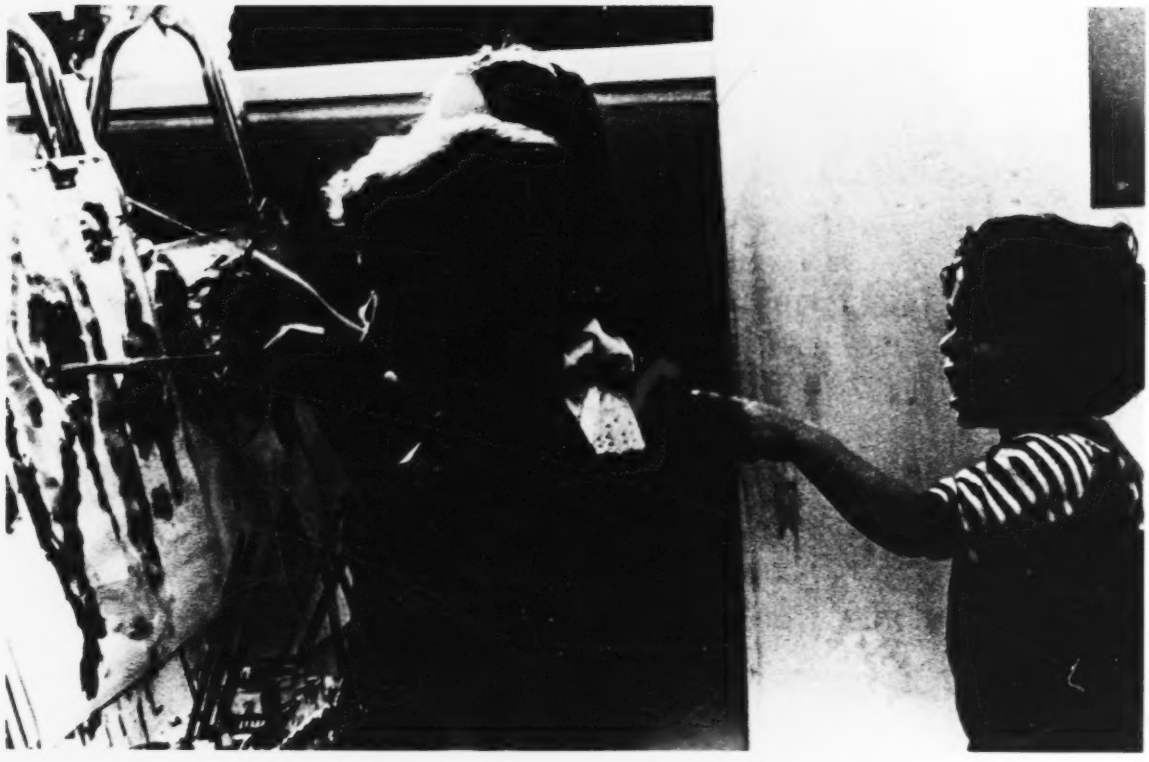
The Job Chart

Real work goes on in early childhood classrooms. The children learn by taking responsibility for the environments in which they live.

They learn:

- to respect the environment
- to work with each other
- about differences in types of work
- what they like and dislike
- from each other about how to do a job
- to cooperate as well as to work alone
- what goes into making the classroom function
- to feel they are members of the group
- to feel successful when a job is well done
- to improve by working at something overtime
- fairness through the rotation of jobs

A Job Chart should have interesting and functional jobs and be organized so that children can see the logic and order of who will have a turn and when.



Working in Centers The learning center* is conducive to integrating guidance goals into childrens' daily experience. When the interactive teacher listens and observes children working in learning centers, the experience facilitates implementation of guidance goals. It is also an excellent way to achieve the goal of individualized instruction.

Using centers can help children to:

- make some initial choices about the work activities they like to do.
- take responsibility for their own learning.
- learn to work well with others.
- begin to learn and identify their interests and strengths.
- understand that different spaces are designed for different kinds of work.
- grow toward independence and autonomy.
- develop coping skills.
- acquire academic competence.
- become inventive.

*The New York City Board of Education curriculum manuals for Grades K-2 show how to set up centers. Teachers can adapt these ideas freely.

Section E: *The Integrated Curriculum*

The Integrated Curriculum The teacher creates a physical environment in which to stimulate learning, establishes a climate of trust and pleasure between children and adults, and plans an integrated curriculum, knowing that many guidance goals can be achieved through curriculum experiences. In designing a theme-based curriculum, the teacher creates a plan that:

- encompasses the various disciplines--mathematics, science, language, arts, music, movement.
- enables the children to integrate learnings from these disciplines with their individual worlds of understanding.
- allows each child's unique way of approaching ideas to be valued and supported.
- provides the kind of learning which parallels what children do in their daily lives--integrated learning.

Themes are vehicles for group participation: children can share experiences which are linked to their personal or individual experiences because themes require interaction with classmates, parents, and other people. While teaching or applying various skills, a theme approach emphasizes an awareness of PEOPLE. Children learn to respect others for who they are, what they know, what they do, and how interdependent they are. Helping children learn to understand and accept likenesses and differences among PEOPLE is a major guidance goal.

Choose a theme that is developmentally appropriate and interesting to both children and teacher. Then, ways to bring it to reality can be considered:

- exploration through various modalities--seeing, touching, hearing.

- use of a variety of tools for research--interviews, trip-taking, books, records, films, and other resources.

- opportunities to re-enact, re-create, and symbolize which are so essential for learning and reinforcement: writing stories, painting murals, building in the block area.

Check the usefulness of the thematic approach against additional criteria. Does this approach do the following:

For Children

- address their needs and interests
- help them understand the relationship between their study and the world around them

For Teachers

- organize mathematics, science and other content areas in a meaningful way
- provide clues for extending or defining new fields for study
- reflect the interwoven manner in which learning takes place
- offer opportunities to implement strands of guidance curriculum

If the curriculum meets these criteria, then it ensures the possibility of helping children develop:

-a positive self concept

-effective interpersonal relationships

-decision-making abilities

-career-awareness

It will also help to guide emotions, feelings and values.

The social studies component of the curriculum has a special quality that makes it a valuable support for guidance goals in the classroom. That special quality is the opportunity it provides for all children to participate on an equal basis. In mathematics, reading, or other content areas, children have varying levels of ability. But in social studies, each child can contribute powerful ideas from personal experience regardless of ability levels. Because they bring a diversity of experiences and thinking styles, here children are on an equal footing with their peers.

It is true that some children may have a wider range of experience than others, but within the framework of social studies all have an equal opportunity to express thoughts and feelings. All can engage in research, can pool their findings through shared representations, can make choices and suggestions. Working individually or in groups, they sense their involvement with others. Such an enriched experience helps children develop confidence and competence that reinforce and support positive attitudes about school.

Coming to school is a major, new, and most dramatic experience in many children's lives. School is <u>their</u> special society, <u>their</u> own place for venturing into the world beyond the family circle. It provides a new environment for learning about:

- other children
- additional and unfamiliar adults
- their own skills in navigating this new world
- new ideas, concepts, skills, language--new competency

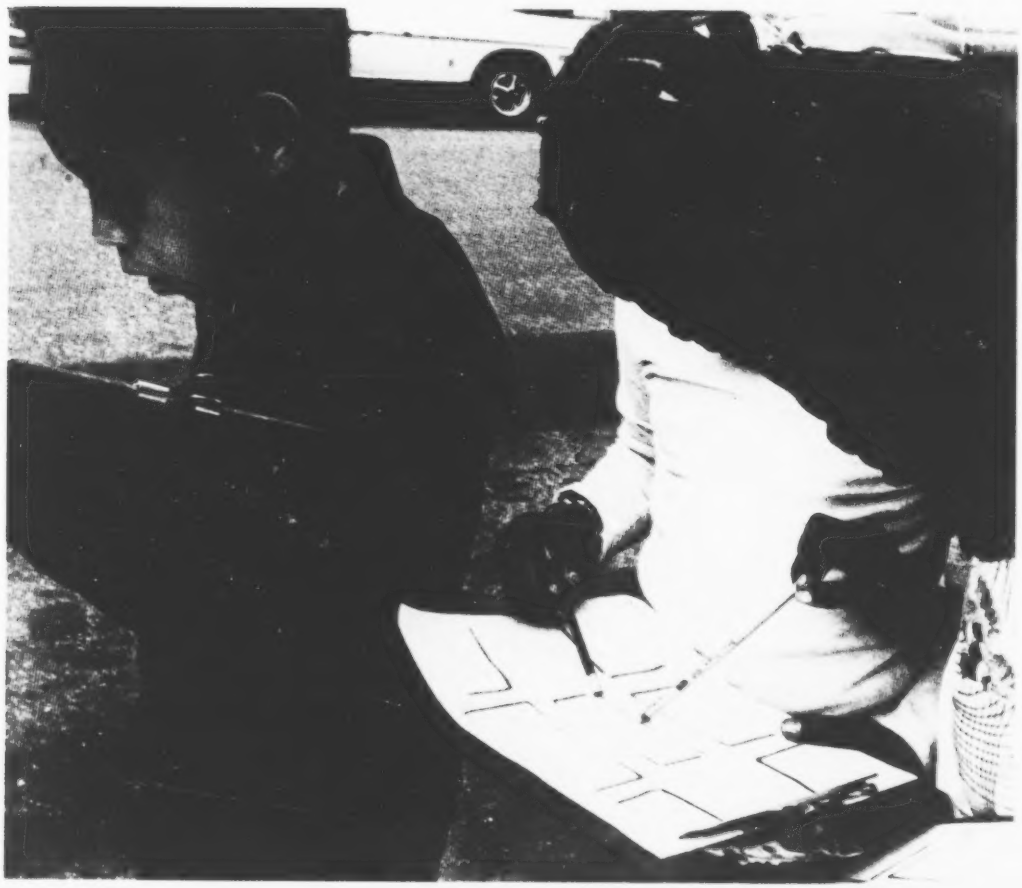
Since coming to SCHOOL is such a major event, learning about it and the PEOPLE there becomes the foundation for a meaningful theme. After children have become familiar with their own classmates, teachers and classroom, they are ready to explore, ready to discover an environment other than home in which to work, play, and share experiences. Finding out about other places and people in school builds a sense of security and generates feelings of mastery in the larger environment. This would hold true for new kindergartners and first graders just entering school. The same theme, "Learning About Our School," can be expanded for first graders, to deepen their awareness of the larger social grouping, thus transforming "my" school into "our" school.

For purposes of illustrating how guidance goals can be implemented in kindergarten and first grade through the use of a theme-based curriculum, the PEOPLE dimension of "Learning About Our School" has been developed.

Moving from a study of "our" school to exploring the larger community is appropriate for second graders. There are many guidance goals that can be implemented through a study of the People component of the SUPERMARKET.

For third graders, now interested in learning about the larger world around them, a study of people and their cultures becomes meaningful.

Whatever the springboard into the study, it is valuable to have third graders actively involved in the procedures to be used in pursuing the study. Planning becomes a tool, useful in or out of the classroom. Again, an additional guidance goal is implemented--integrating school-based skills with the needs of everyday living.



Implementation Charts

The following implementation charts show how interactive teachers have integrated the guidance strands with projects in social studies for kindergarten, and first and second grade.

Each chart presents a theme appropriate to the grade level with reference to:

- social studies objectives
- children's experience
- teachers' responses
- guidance implications

Teachers may readily apply the guidance implications to other curriculum areas.

Implementation Chart 1

This chart is a record of how a Kindergarten/First Grade teacher implemented study of the theme,* People Who Work in Our School.** ***During the course of the study the group had many discussions about activities for gathering information. The teacher and children also discussed how they would share information with each other and what materials they would need.

Activities	Anecdotes
The teacher asked: "Who are the people who work in the school?"	Peter mentioned the policeman. Did he mean the school security guard?
With the teacher's help, the children decided which school workers should be listed on a **chart.**	Robin wondered if there was a "super" like the man who cleaned her building.
The following chart evolved: People Who Work In Our School Principal Custodian Cook Music Teacher	
The teacher asked: "Where can we find these people?"	
The group took a **trip** to the principal's office and to the lunchroom.	Samantha resisted getting on line to go to the principal's office. Was she expressing anxiety, fear, or defiance?
The children wore **name tags** to help adults relate to them.	
The children made **trip boards** to take with them. These helped the children focus on what they wished to find out.	
One trip board looked like this: In the lunchroom we saw 2 cooks 4 servers 3 cleaners	

Teacher Responses	Guidance Implications
Listened closely to find out how children thought. After a discussion of different titles helped clarify thinking by challenging with questions, e.g., "Is the custodian the same as the super? Why do or don't you think so?"	Teacher enhanced children's self-confidence by valuing their thinking.
Since the teacher had been a careful observer of her children, she knew Samantha was fearful. She proposed supporting her by either taking her hand or teaming her as a partner with a favorite friend.	Children learned to be members of the group. Children learned to gain confidence in the larger environment. Teacher built children's confidence in adults who acknowledge children's feelings.
	Career awareness Children learned about people working together, their interdependence.

Activities	Anecdotes
The teacher asked: "How can we find out about the things school workers do?"	
The group decided to have **interviews.** The group composed a **letter** inviting the principal to their classroom. A similar one was written to the custodian.	
The children formulated **questions** to ask these people and with the teacher decided who would pose the questions.	Duane asked the principal whether she sleeps in school. Alicia asked the custodian, "Are you a daddy?"
A committee of children went back to the lunchroom to interview the cook. They used a **tape recorder** so they could share results with the class.	In the lunchroom, Roger asked, "What happens if you cut yourself while fixing the food?"
The children depicted school workers in their workplaces in **paintings, drawings,** and **block constructions.**	
They created **songs, poems,** and dictated **stories.** Some children made **puppets** and spoke with them.	Roseann, who spoke very little in most of the preliminary discussions, felt more ready to talk after making her puppet.
A group did a **map** showing "The way to the principal's office."	
A few children put their drawings together into **booklets.**	
Four of the older children were able to paint a **mural** about the lunchroom.	Javier and Curtis had a loud disagreement on who and what should be included in the mural depicting the school people.
Another committee gave crayoned **portraits** of the workers as "**Thank you's**" to those they had interviewed.	
At the end of the study the teacher asked: "What have we learned about workers in our schools?" A **cooperative report** was dictated and reproduced to **share with parents.** The report included the things the children liked best about the study as well.	Barbara said, "I got tired of talking about the people."

Teacher Responses	Guidance Implications
Discussion of the multiple roles of adults interviewed.	Children learned about sharing responsibility. Children gain understanding of several variables at once.
The teacher noted Roger's concern and decided it needed further discussion.	
Teacher suggested taping Roseann's and Ella Mae's conversation with their puppet.	Children learned to make choices and decisions. Children expressed emotions, feelings, ideas. Children established desirable relationships with peers.
Teacher proposed consulting the class chart of school people, or consulting with her or finding other avenues for confirmation of accuracy.	Children learned that there are many ways to say "Thank you." Offering alternatives encouraged problem solving.
Teacher needed to check along the way whether interest in the study was still present. Teacher might have helped children suggest new directions themselves or picked up clues about new themes to pursue.	Children experienced a sense of pride and accomplishment. Teacher and children used evaluation as a tool for self-development.

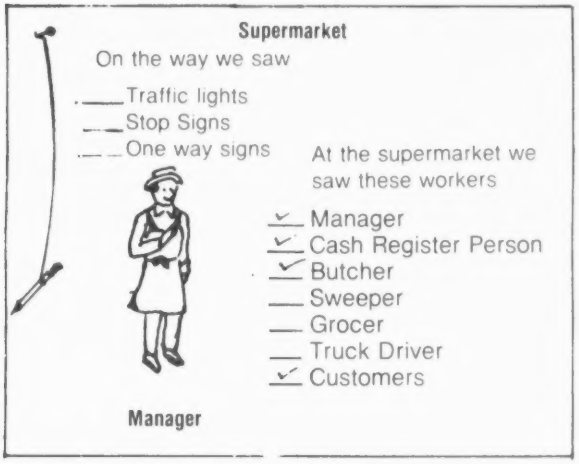
Implementation Chart 2

This chart is a record of how a Grade Two teacher implemented study of the* supermarket *as it relates to people.

Activities	Anecdotes
The teacher asked: "Who do you think works in the supermarket?"	"That's dumb," Jose commented when Rodney suggested "truck drivers."
The children wrote the following tentative **list** on the chalkboard. (It was to be reviewed after a trip to the supermarket.) Workers in the Supermarket Manager Cash Register Person Butcher Sweeper Grocer Truck Driver Customers	Daniel, who had been playing with words, declared, "Even though it sounds like gross, it's grocer."
The teacher asked: "How can we find out about what these people do?"	
After a **discussion** the class decided to take a trip to the supermarket.	Shamecka said, "My mother might not let me go on the trip."
	During the discussion on taking the trip several children expressed concern about the people who "hang out" around the supermarket.
	The "people who hang out" discussion reflected the wide range of children's experiences. Margo said her mother sent her shopping and "nothing ever happened." Pedro pointed out that he could only go when a grownup was with him. Yiu Ling described how worried she was about getting lost whenever she had to go somewhere.
The children decided to **ask their parents** and other people about workers they might find.	

Teacher Responses	Guidance Implications
Instead of labeling truck drivers a "mistake," the teacher asked Rodney why he thought as he did.	The teacher enhanced the child's self-confidence by valuing his thinking.
The teacher suggested that the group itself "check it out" at the market rather than rely only on the teacher's knowledge about grocer.	The teacher developed the chidren's analytical thinking The children learned that risk taking in answering questions is acceptable and valued. The teacher gave the children a message about self reliance. The children developed trust in supportive adults.
The teacher, knowing that Shamecka's mother had sent the permission slip for the trip, recognized the child's own anxiety. Shamecka was assured that her hand would be held by one of the adults on the trip.	
The teacher created an climate of understaning and safety and children felt free to express their concerns and their own opinions on how to handle them.	The teacher let the children know that expressing feelings of fear and anxiety was acceptable. In problem solving, differing opinions are necessary and valued.
The entire class was reassured about adult responsibility for their safety on this trip.	The teacher fostered a sense of security by letting the children know there was a plan for safety.

Activities	Anecdotes
The group decided to **interview** the workers. The teacher guided **discussion** of the kinds of questions which would be appropriate.	
"Should we ask personal **questions**?" the teacher asked, "What do I mean?" Examples given: Are you married? Do you have kids?	
The group decided to ask: "Do you have to know math?" "What does your boss do?" "How much money does a cashier make?" "What does the manager do when something is missing from the shelf?"	Lively dialogue on "taking things" was sparked by Brian's question ". . . something is missing from the shelf."
The teacher asked: "How can we record our **findings**?" The group decided to record information on **trip boards** during the trip. They checked the information on a duplicated sheet which was attached to the trip board, as below:	Interviews at the market showed that both men and women could do the same work.



Teacher Responses	Guidance Implications
Not only were "yes or no" questions included, emphasis was placed on open-ended questions that stimulate thinking and expressing. The teacher asked, for example, "Why is there no chocolate milk on the shelf?"	Individuals contributed to group thinking. The teacher provided a model for the process of deeper inquiry.
Recognizing the sevens are in the early stages of moral development, the teacher provided ample time for the children to struggle with the wide diversity of their ideas about the morality of "stealing."	The teacher created a climate of openness and safety in which there was freedom to discuss other issues of moral judgment.
Through further discussion the teacher expanded the children's thinking about job equality. Since the variety of jobs studied pointed up the need for a broad range of skills, the teacher helped children see how they could relate their competencies to life situations.	The teacher fostered career awareness and non-sexist attitudes and encouraged interest in diversity of work.

Activities	Anecdotes
The group discussed taking a **tape recorder** on the trip to record interviews.	
The children decided to make **charts** using the information from trip boards and interviews.	
The children made **drawings** and **paintings**. Some created **original stories**.	
The teacher planned details of a **mural** with a committee which would make it.	A number of children complained that they couldn't draw **anything** suitable for the mural.
The teacher called a group meeting to discuss sharing of roles and group decisions in determining procedures. A schedule was put on the wall so everyone could see who was doing which job.	"Can you help me make a person?" whined Seralina.
The teacher planned with individuals who were doing **creative writing**.	Monica said she didn't know how to write the story and couldn't contribute.
Completed **stories** and **poems** were added to the class library.	"Poetry — that's too hard!"
Some children made **box dioramas** of supermarkets.	
A committee built a **model market** using a table as "our store." Several children joined efforts to dramatize supermarket play by making paper "money."	"I'm going to be the boss of the store," declared Hasce. "No you can't!" protested George and Marie.
A group made **cranberry sauce** to "sell in the store."	
Evaluation/discussions involved: The children's continued interest in the topics; enjoyment of activities; what they learned; whether a display was a necessary culmination of the study; should parents be involved.	Many children felt the study "was fun." "It took too long to make the mural," was the mural comittee's complaint.

Teacher Responses	Guidance Implications
The teacher had the children work on many group projects.	The children learned about interdependence among self and others and also built a sense of social belonging.
The teacher helped children understand that anyone can contribute something to a group project, no matter how large or small.	
The teacher built on Monica's acknowledged ability to draw and asked her to help Seralina. And then the teacher suggested that Seralina offer words for Monica's book.	The teacher built on the individual strength of a child and gave personal choices.
The teacher asked everyone not writing an individual book to take part through illustrating a book cover to hold the stories.	Since each child contributed something, everyone felt part of the whole group.
	The children learned that sharing responsibility can be fruitful.
	The children learned that groups can make decisions.
Individuals as well as committees were invited to present their responses to the total evaluation plan.	The children learned that evaluation can be helpful for self-development.
The teacher involved the group in making such a major decision and abided by the majority choice although it might not be her own preference.	The children learned that analytical thinking is important in order to become more competent.
The teacher had listened and observed to decide on the advisability or plausibility of either plan.	Democratic procedures were put into practice.

Implementation Chart 3

This chart is a record of how a teacher of Grade Three implemented study of the theme **We Learn About Ourselves: Cultural Backgrounds of Children in Class 309.**

Activities	Anecdotes
In **planning** with the group, the teacher guided **discussion** about how the work would be done. The decision was _____ — individually — in teams of two — by committees	"You won't catch me on Niki's stupid committee!" shouted Amelia.
The teacher asked: "How will we gather information?"	
The group agreed to use the following methods: —**interview** parents and relatives —**bring** culture-related materials from home —**interview** members of their community —**visit** neighborhood stores, restaurants, food shops —**study** reference books, maps, and globes —take a **trip** to museum and library	Stephen complained, "Everybody at home's too busy to talk to me about that stuff."
	On the subway trip to the museum, the group saw a derelict sleeping on the train. Keisha asked, "How come that man is sleeping on the train?" "He has no place to go, dummy," responded Kareem.
The teacher asked: "How shall we share information we gather?"	
The group decided to: —**bring** toys, clothes, artifacts —**invite people** to talk about their cultures —**prepare** ethnic foods	Chris, who never volunteered to cook, was asked to join the committee making pizza. "That's for girls; boys don't cook," was his response.
During the study individuals and groups of children: —**taught each other** songs, dances, games of their cultures —made **displays** of different written language forms: alphabetic and ideographic —**read and dramatized** stories from different countries	Damira was suddenly excluded from a skit she and 10 others were preparing. Kim announced, "We don't want Damira because she tells everyone what we're doing. She can't keep a secret!"

Teacher Responses	Guidance Implications
The teacher privately discussed Amelia's reasons for her outburst and Niki's reaction to the "stupid" label. The teacher planned for a group discussion on the question of perjorative labels.	The teacher helped foster positive interpersonal relations and the learning that others are important. The teacher helped children acknowledge feelings and find non-hurtful ways of expressing emotion.
The teacher wondered, "Does Stephen not know how to ask? Does he not wish to divulge family information? Is he accurate in his assessment? In discussing the matter with Stephen, the teacher sought to get more information. For further group purposes the teacher suggested that Stephen be among the interviewers of the neighborhood shopkeeper.	The teacher recognized that children have individual needs and that appropriate alternatives should be provided to protect each child's sense of well being.
The group discussion growing out of this incident provided children with the opportunity to share experiences: "I had an aunt who had no place to go and she came to live with us," contributed Shantee.	The children learned the value of caring.
Real argument was provoked by Chris' comment. Discussion brought forth the observation that some of the best cooks/chefs are men. The teacher's guidance role was that of moderator of the discussion rather than determiner of the answers.	This discussion fostered career awareness and non-sexist attitudes.
The teacher suggested that the trio have a discussion among themselves to determine why Damira revealed the information. Did she know it was a secret? Would they return her to the committee? Should they be the only ones to decide? The teacher wondered whether this was a situation that required intervention.	The teacher helped the children resolve conflict by examining aspects of the problem, clarifying and verbalizing feelings, and seeking alternative solutions. The children learned that all cultures create forms for communication.

Activities	Anecdotes
—gave **committee reports** to the class on their research	The teacher observed that Ling avoided contributing his share of committee work. He relied on his charm and verbal skills. His committee, not aware of his lack of genuine contribution, accepted whatever he did.
—set up a **class "museum"** to house the collected artifacts —**painted a mural** about "Children Around the World"	"Boy, it would be super to do all those things," suggested Kim.
As a cumulating activity, the class decided to **invite** parents to a song and dance **festival** at which they distributed copies of the **recipe book** which the food committee put together. A few children who had brought native clothes decided not to wear them at the festival.	Douglas refused to wear his kilt. "Boys don't wear skirts," he explained.
Evaluation/Discussion reviewed some of the "big" questions raised during the study.	"Isn't one culture better than another?" "Why do some people do things that are strange, like having men wear skirts or no clothes at all?" "How come Mexicans always eat tortillas? "How come Chinese people only know how to eat with chopsticks?" "Shouldn't all people in our country be the same?"
The teacher asked: "What should we plan to study next?"	

Teacher Responses	Guidance Implications
In a private conference with Ling, the teacher shared her observations of his behavior. "When you hoodwink or pull the wool over someone's eyes, who are you hurting?" Discussion that followed pointed to the child's needs and avenues for change.	The teacher helped the children recognize their individual skills and abilities and the need to apply them constructively. The teacher fostered the children's confidence in adults. Children appreciated having an adult who knew them and could help set standards for individuals as well as the groups.
The teacher reminded the children of the reality of time and resources and urged that they narrow their choices to one or two projects each.	
The teacher showed the class photographs of men from several cultures who were wearing "skirts."	The children learned that people of different cultures meet survival needs in different ways.
The teacher helped the children define and clarify the evaluative words they used, helped them better understand the standards of measurement they employed for deciding on "good or bad," and pointed out the values in a democratic pluralistic society. The teacher suggested that learning about historic and geographic conditions helps in understanding a particular society's traditions. The teacher pointed out that many cultures have contributed their customs to everyday living in our country. The class discussed democratic values to emphasize the desirability of respecting cultural diversity.	Involving the children in decision making helped them learn to examine alternatives and justify the choices made. The teacher used evaluation as a tool for self-development. Emphasis was on understanding that cultures are different but not superior to one another. Avoiding generalizations helped reduce stereotypic thinking. The teacher helped the children understand that pride in one's heritage is consonant with pride in being an American.

Section F: *Children's Books on Guidance-Related Issues*

Using Children's Literature to Meet Guidance Goals

Children's literature consists of prose and poetry which "stimulates curiosity, stretches the imagination, and awakens a sense of wonder. It should extend children's horizons and should deepen their understanding of themselves and of others. Children's literature should be work of substance and sincerity, told in effective and memorable language."

Literature embraces all aspects of the human experience -- the joys of family and friendships, the laughter and adventure, and the pain of separation and loss of loved ones.

Children's literature is therefore an excellent resource for helping teachers address issues which affect each child's social/emotional development. Through literature, children can:

- learn about their own culture
- encounter diverse cultures and traditions
- identify and explore feelings
- understand conflicts and how these may be resolved
- empathize with others

Stimulating children to think about their own culture arouses their curiosity about other people. Teachers can help children understand that what they learn as members of their own society constitutes their culture. Multicultural literature can complement the social studies curriculum as children share aspects of their varying cultural and ethnic backgrounds. Certainly multicultural literature is an important avenue for achieving the guidance objective of respect for cultural diversity and pride in one's own heritage.

Young children are very much aware of emotions. They watch how adults express anger, sorrow, and joy--and they notice that adults may feel more than one emotion at a time. Children themselves share happiness and wonder at the birth of a baby; they experience anger and upset when separated from a loved one. Yet feelings may seem mysterious and overwhelming to children.

For children, fantasy and reality are closely allied. Young children wish that their favorite dreams would come true, and dread that their worst fears might. Their fresh imaginations exacerbate fears they do not have the language to express. Well-selected literature can provide through vicarious experience situations and language which enable children to understand and express feelings.

Literature helps children understand that life is joy-filled, yet disappointment, loss, and sorrow are part of it. As in all other areas of teaching, balance and judgment are required, both in the choice of literature and in the way it is best used. "Sharing books with children can open the pages of their inner lives for us and serve as a link to their special concerns, experiences, ideas, hopes, and problems."*

The teacher has the awesome responsiblity of treading the delicate ground between encouraging children to express feelings, and opening traumatic areas. The dilemma is unavoidable: The early childhood teacher is of necessity more involved with children's lives and emotional development than teachers may be in later grades. But, however sensitive and perceptive, the teacher is not a therapist.

With this limitation in mind, literature can be used in the early childhood classroom to help children begin to develop self-awareness and insight into the world of human experience.

The following Bibliography includes works of literature considered classics, newer works, and multicultural material. Books have been selected to emphasize areas of human experience in which available readings have traditionally been scarce. These books can be used to supplement the existing bibliographies for materials in traditional categories. The bibliographies included in Getting Started in the All Day Kindergarten, Now We Are Six, and Teaching Grade Two, published by the New York City Board of Education, Division of Curriculum and Instruction, are excellent resources for completing the spectrum of experience represented in children's literature.

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* Child Study Children's Book Committee at Bank Street College.

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Afterword

Guidance Every Day has presented guidance as an integral aspect of good teaching--a component of the school program which is interwoven with the early childhood curriculum. It has described some of the principles which teachers will apply in unique ways to nurture and challenge children.

Just as no two classes are alike, no two teachers are alike. The confident freedom to try new ideas is what makes teaching an art.

In over nine hundred schools of New York City, exciting and stimulating opportunities for learning occur every day. Many projects and activities are making a significant difference in children's lives--because imaginative teachers have taken the initiative in developing curriculum practices that include guidance principles.

It is our hope that the suggestions in this manual will make a positive impact on the interactive teacher's ability to capitalize on every opportunity to include strategies for each of the five guidance strands, and contribute to the continuing growth of creativity and imagination in the teaching-learning-guidance process.

EVALUATION FORM

GUIDANCE EVERDAY: A HELPING MANUAL FOR EARLY CHILDHOOD TEACHERS

Division of Curriculum and Instruction
Office of Curriculum Development and Support
Early Childhood Education Unit

Please return to: Morris Freedman, Director
Office of Curriculum Development and Support
131 Livingston Street, Brooklyn, New York 11201

Name: _____ School: _____

Title or Position: _____

1. Was Guidance Every Day helpful to you in your teaching? If not, what type of information did you need?

_____

_____

_____

2. Did "The Interactive Teacher" section help you to understand relationships in the classroom? If not, what other suggestions do you have?

_____

_____

_____

3. Which of the suggestions for networking were helpful? Would you like this section expanded? If so, how?

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4. In implementing suggested themes in your classroom, have you begun to identify guidance implications? If not, what further details would be needed?

_____

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_____

5. Which sections of Guidance Every Day did you find most helpful for achieving guidance goals? Why?

_____

_____

_____

6. What changes would you like to see in a new edition?

_____

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